DOCUMENT RESUME

[illegible] [illegible]

AUTHOR [illegible]

TITLE [illegible]

PUB DATE [illegible]

NOTE [illegible]

[illegible]

[illegible]

ABSTRACT

[illegible]

ED 196 395

Implication of Cognitive Research Findings for a College of Education

[illegible]

[illegible]

ERIC

Evaluation of Graduate Research Training in a College of Education

During the past several decades graduate training of students in colleges of education has undergone major changes. For example, foreign language require[illegible]

[illegible]

facilitate extension and application of the procedures to other institutions considering reviewing their research requirements.

Evaluation may be analyzed from a number of different perspectives. The four component evaluation model proposed by Stufflebeam encompasses evaluation of the context, the inputs, the processes, and the products of a program. Depending on which of these components depends, of course, on the purpose and nature of the evaluation. For example, if the main aim for an evaluation study emanates from problems that [illegible] to me, disagreements about [illegible] goals and objectives, [illegible] the [illegible] goals, the [illegible] of the staff, [illegible] effectiveness, and the [illegible] performance [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Accordingly, the Dean of the College appointed an ad hoc research committee to establish guidelines for an appropriate [illegible] sequence in research, measurement, and statistics [illegible] for all graduate programs in the College.

Analysis of this task indicated that confusion and lack of clarity may [illegible]

[illegible]

[illegible], [illegible], and related research. The final [illegible] of the [illegible] was compiled of [illegible] skills, classified within the following general categories

1. Formulating Research Problems
2. Designing and Conducting Observations
3. Analyzing Data
4. Interpreting Topics and Reporting Information

[illegible] of research skills compiled [illegible] of the [illegible] [illegible] developed by the committee. [illegible]

The comprehensive compilation of research skills needed by students, even without regard to [illegible] [illegible]

Study 1: Description of the Existing Curriculum Structure. In order to clarify the current policies, regulations and practices concerning research training, the committee compiled the following information from [illegible] records.

[illegible]

degree programs,

[illegible]

Table 1a indicates the number of students enrolled in [illegible] in [illegible] and fall semesters of 1978. The significance of these figures lies in their representation of the overall demand for this particular research course. The data also show the degree levels and department of origin of the students enrolled in [illegible] classes. Comparable tables were prepared for all research classes.

Table [illegible] presents essentially the same data as Tables 1a, [illegible] are classified by degree level within departmental categories. [illegible]

[illegible]

[illegible] Table 2, [illegible] represent an alternative [illegible]

[illegible]

Study 2. Assessment of Student Developmental Practices. Having considered the manifestation of the enrollment patterns for necessary and sufficiency purposes, a second (and a variance determination of the complexity of the courses. The contents of the courses were assessed in terms of the frequency of Research Skills Development [illegible]

objectives. Nevertheless, since the [illegible] were to play a central role in curriculum development and professional improvement subsequent to the study, their perceptions were deemed to be an appropriate focal point for the rating process.

A questionnaire was developed, [illegible]

[illegible]

1. [illegible]

2. If included, whether the skill was given major emphasis, moderate emphasis, or minor emphasis.

[illegible]

ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC

ERIC
Full Text Provided by ERIC